



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## REVIEWS

---

### TEACHING FRESHMEN TO USE THEIR MINDS

Mr. Slater's book<sup>1</sup> is the first that I know of which, taking Freshmen as one actually finds them, proceeds to give them what they most need. Its first chapter is a consideration of how to organize and express one's ideas on a familiar subject of various possibilities and some complexity. The thinking process, as the author presents it, seems admirably understandable and straightforward—so like the procedure of a rational mind as to suggest that the discussion is thoroughly practical. A treatment of detailed exposition and one of argumentation carry farther the material of the first chapter. Less usual but by no means less helpful are plain directions on textbook study, notetaking, and recitation, and on the use of the library. Of the interesting presentations of various types of writing and speaking—including letters, news stories, and informal speeches—the suggestions on interpretation of literature alone seem likely to fire over Freshmen's heads and result in the usual vagueness and words in place of anything specific. The Indiana University courses, as explained by Mr. Aydelotte,<sup>2</sup> seem, in concentrating on this one problem, to have met it more practically. The appendix contains selections by William James and John Fiske, and a table of English pronunciation of Greek and Latin proper names!

One wonders a little what may be the reaction of certain superior Freshmen to a passage or two that might be considered a little too frankly like preaching. There are, however, in the suggestions to teachers, very full aids to finding out the most possible in regard to the Freshman and particularly to letting him discover something of what he hasn't mastered in the home high school; probably this will help reduce his bumptiousness and induce a proper frame of mind. In any event, the book goes far toward giving the new arrival in college some command of his mind for the purpose of meeting his problems, organizing his hazy and heterogeneous ideas, and making himself a reasonably intelligent student. Study of the text offers also considerable thought-matter to teachers, whether in college or in high school.

S. L.

<sup>1</sup> *Freshman Rhetoric*. By John Rothwell Slater, Ph.D. Boston: D.C. Heath & Co.

<sup>2</sup> "The Correlation of English Literature and Composition in the College Course," *English Journal*, November, 1914.